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ABSTRACT

Programs for California state-adopted social studies instructional materials are described to aid state school districts in matching instructional materials with curriculum goals and objectives. Information is provided in three sections. An annotated index gives pertinent information about each program, including title, year of copyright, and grade and readability levels (as designated by the publisher). The second section gives more detailed information on each program: general description, learner goals and objectives, program organization, student materials, methodology, evaluation procedures, teacher materials, implementation requirements, and related materials. The final section is a list of previously adopted programs. (LP)

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Program Descriptions for History—Social Science Instructional Materials

SC 015 365

California State Department of Education
Bill Honig--Superintendent of Public Instruction
Sacramento, 1983

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See page 31 for information about catalogs and publications available from the Department of Education.

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Foreword

Improvement of the quality of textbooks and instructional materials is a major mission of the State Department of Education. The importance of textbooks and other materials to the instructional program and the fact that many school districts will be selecting new history—social science materials for the first time in several years make this mission more significant than ever.

To help school districts select history—social science materials, the State Department of Education has designed a new publication incorporating elements of the former *Catalog of Instructional Materials.* It is my pleasure to introduce you to the *Program Descriptions for History—Social Science Instructional Materials.*

These program descriptions have been developed to provide school districts with information on how well the adopted materials meet the goals set forth in the *History—Social Science Framework for California Public Schools.* I have been gratified by the interest in history—social science education generated by the *Framework.* These program descriptions should help curriculum specialists, teachers, and administrators match instructional materials to curriculum goals and objectives.

In conclusion, I would appreciate hearing from you concerning your reaction to this new document and any suggestions you may have for achieving the mission of improving the textbooks and instructional materials used by our students.

Bill Honig

Superintendent of Public Instruction

Preface

Since 1972 the *Education Code* has allowed school districts to select instructional materials from a list adopted by the State Board of Education. Several changes have been made in adoption and ordering procedures through the years. In 1972 the *Education Code* limited allotments to school districts to no more than $7 per unit of average daily attendance (a.d.a.). Currently, districts are allocated approximately $20.89 per unit of a.d.a. In the past, the State Board adopted basic and supplementary materials; now only basic programs are adopted, and districts may use up to 20 percent of their allocation for instructional materials to purchase supplementary materials from an extensive list of items that have been reviewed for compliance with certain social content criteria. (Lists of approved materials are available from the State Department of Education. See page 31.) For the first time some school districts have exercised the option provided by a new *Education Code* section to order all instructional materials directly from the publishers. However, each school district must continue to use 80 percent of its allocation to purchase state-adopted materials, such as those described in this guide, unless the district has successfully petitioned the State Board to do otherwise.

In keeping with the changes and in order to assist school districts more effectively with the selection of instructional materials, we are producing two documents. This publication, *Program Descriptions for History—Social Science Instructional Materials,* should be used as a guide to selecting instructional materials. Another publication, *Price List and Order Form for History—Social Science Instructional Materials,* is to be used as an order form by school districts using the State Department of Education's system and as a guide to correct information about prices for school districts ordering directly from publishers.

We see the selection of instructional materials as an important function involving three actions. First, the district will plan its curriculum objectives and project a schedule for when it wishes to replace materials in each subject-matter area. Second, the district will inventory those materials on hand that will help the district accomplish its curriculum objectives. Third, the district will decide what kinds of materials are needed from the state to satisfy the remainder of its instructional materials needs.

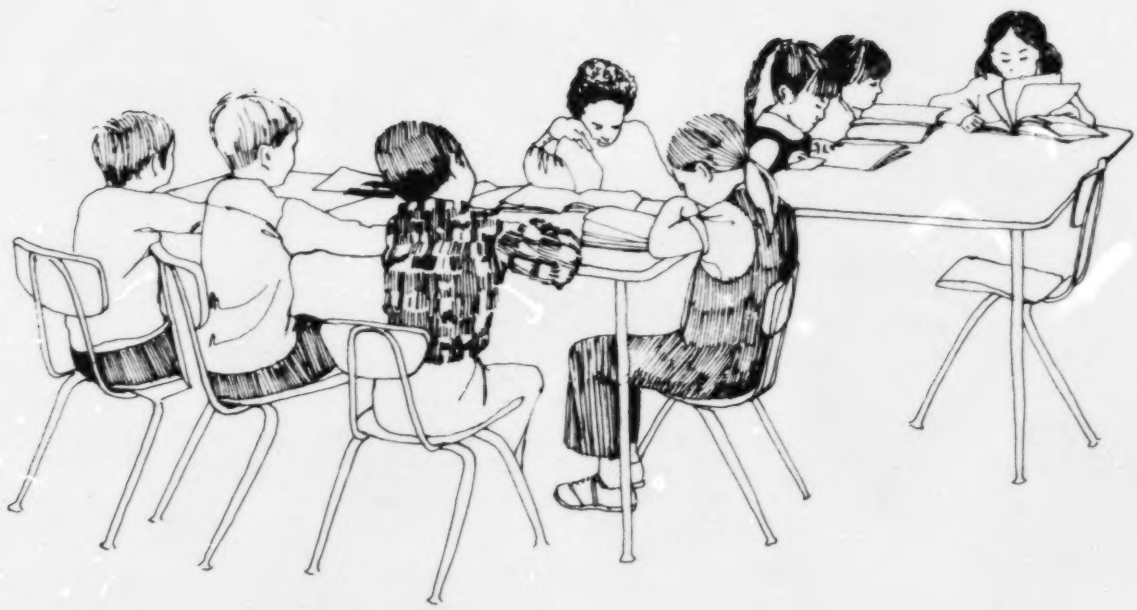
Some districts complete the cited tasks on a districtwide basis; others do so on a school basis. Either way, these actions should be taken before the program descriptions can be useful. By using these as a guide, districts can reduce the number of materials that must be viewed in making their selections.

Teachers, members of the Curriculum Development and Supplemental Materials Commission, and personnel in the offices of county superintendents of schools gave of their time and talent to make this guide available to school districts, and we are grateful for their help. In particular, we want to call attention to the work of John Sanford, who acted as liaison for the commission.

We hope that school districts will find these program descriptions helpful in making their selections of instructional materials.

RICHARD P. MESA
Chief Deputy Superintendent of Public Instruction

JAMES R. SMITH
Deputy Superintendent for Curriculum and Instructional Leadership



Introduction

California is on a six-year cycle for adopting basic instructional materials for students in kindergarten through grade eight. This year the State Board of Education adopted the programs which are described in this publication, *Program Descriptions for History—Social Science Instructional Materials.* These programs were evaluated carefully prior to adoption by instructional materials evaluation panels (IMEPs) made up of teachers, curriculum specialists, and administrators representing the state geographically. The panels worked under the direction of the Curriculum Development and Supplemental Materials Commission. A representative of the commission assisted in the preparation of the program descriptions in order to provide coordination between the statewide adoption process and the local selection process. The programs described will be in adoption for six years (termination date June 30, 1990), and this guide is to be used for the same time period.

This guide includes an annotated index of adopted basic programs, separate descriptions for each basic program, and a list of previously adopted basic programs. The annotated index gives pertinent information about each program, including program title, year of copyright, designated grade levels, and readability levels. The readability information was provided by the publishers, and ranges and averages are used. Individual publishers should be contacted if further clarification is needed. The listing for each program also includes a page number reference to the second part of this guide, where more detailed information about the materials is provided. This information includes a general description and sections on learner goals and objectives, program organization, student materials, methodology, provisions for student evaluation, teacher materials, implementation requirements, and related materials. Not all components to each program described may be listed in the detailed write-up, but as previously indicated, the annotated index contains a complete listing of all items in a program. It is important to note that the analysts who prepared the separate write-ups may recommend different grade levels from those designated by the publishers and included in the annotated index. The third part of this guide is a list of previously adopted programs.

Use of the information in this guide should not be substituted for actual study of the adopted materials. Users are encouraged to examine the materials at one of the 30 instructional materials display centers (IMDCs) throughout the state. A list of the addresses of these centers may be found in the separate instruction packet.

Annotated Index to the Program Descriptions for State-Adopted Basic Instructional Materials in History—Social Science

(Adoption Termination Year: 1990)

Publisher, item or program title, and copyright date	*Recommended grade level*	*Kind of material*	*Readability level*	*Page number*
Allyn and Bacon, Inc., formerly Follett Publishing Company FOLLETT SOCIAL STUDIES © 1983	K—7	Kindergarten box (K) Texts* Teacher editions Teacher resource books Workbooks Teacher editions	Spache scale: K—Not provided 1—1 2—1 3—2 4—3 (California) 4—3 Dale-Chall scale: 5—4 6/7—5 6/7—5	5
Allyn and Bacon, Inc., formerly Follett Publishing Company AMERICAN SPIRIT © 1982	8	Text Teacher edition Tests and work sheets	Dale-Chall scale: 6.15	7
Ginn and Company CALIFORNIA: YOUR STATE © 1983	4	Text Teacher edition Workbook Teacher edition Tests	Fry scale: 4.0	8
Harcourt Brace Jovanovich, Inc. AMERICAN HISTORY © 1982	8	Text Teacher edition Workbook Teacher edition Tests Teacher edition	Dale-Chall scale: 7—8	9
Holt, Rinehart and Winston, Inc. HOLT SOCIAL STUDIES © 1983	K—3, 5—6	Teacher resource book (K) Duplicating masters (K) Texts Teacher editions Workbooks Teacher editions Classroom organizers	Spache scale: K—Not provided 1—1.49 2—1.7 3—2.92 Dale-Chall scale: 5—6 6—7	10
Laidlaw Brothers UNDERSTANDING THE SOCIAL SCIENCES PROGRAM © 1983	7	Text Teacher edition Activity book Teacher edition Duplicating master Extension and enrichment activities Tests Answer key	Dale-Chall scale: 5.3	12

*Program includes fourth-grade "California text."

Publisher, item or program title, and copyright date	*Recommended grade level*	*Kind of material*	*Readability level*	*Page number*
Macmillan Publishing Company, Inc. MACMILLAN SOCIAL STUDIES © 1983, 1982	K—7	Big Book (K) Teacher manual (K) Texts* Teacher editions Workbooks Teacher editions Unit test masters Blackline masters	Spache scale: K—Not provided 1—1.4-1.7 2—2.1-2.6 Dale Chall Modified; Fry scales: 3—2.7-3.3 4—3.7-4.6 5—4.6-5.1 6—5.6-5.9 7—6.1-7.0	13
McDougal, Littell and Company A PROUD NATION © 1983	8	Text Teacher edition Chapter and unit tests Skills and activities workbook Teacher edition	Dale-Chall scale: 6.5	15
McGraw-Hill Book Company McGRAW-HILL SOCIAL STUDIES: OUR NATION, OUR WORLD © 1983	K—6	Kindergarten set (K) Texts* Teacher resource notebooks	Fry scale: K—Not provided 1—1 2—2 3—3 Dale Chall scale: 4—4 (California) 4—4 5—5-6 6—5-6	16
McGraw-Hill Book Company FROM SEA TO SHINING SEA © 1982	8	Text Teacher resource guide	Dale-Chall scale: 7-8	18
McGraw-Hill Book Company SEARCH SERIES © 1982	4—8	Microcomputer software versions: TRS-80 Apple II	Dale-Chall scale: 5-6	19
Charles E. Merrill Publishing Company HUMAN HERITAGE: A WORLD HISTORY © 1981	7	Text Teacher edition Evaluation program Activity book Teacher edition	Dale-Chall scale: 7.0	20
Scott, Foresman and Company SCOTT, FORESMAN SOCIAL STUDIES © 1983	K—7	Big Book (K) Texts* Teacher editions Workbooks Teacher editions Tests Map and globe skill activities	Spache scale: K—Not provided 1—1.8 2—2.3 3—2.4 Dale-Chall scale: 4—4 and below (California) 4—3-4 5—5-6 6—5-6 6/7—5-6 6/7—5-6	21

*Program includes fourth-grade "California text."

Publisher, item or program title, and copyright date	Recommended grade level	Kind of material	Readability level	Page number
Scott, Foresman and Company AMERICA! AMERICA! © 1982	8	Text Teacher edition Workbook Teacher edition Tests	Dale-Chall scale: 6.6	23
Silver Burdett Company THE WORLD AND ITS PEOPLE © 1984	K—7	Texts* Teacher editions Workbooks Teacher editions Resource packages	Spache scale: K—Not provided 1—1 2—2 3—2 Dale-Chall scale: 4—4 5—5 6—4 6/7—5-6	24
Silver Burdett Company OUR AMERICAN HERITAGE © 1983	8	Text Teacher manual Workbook Teacher edition	Dale-Chall scale: 7-8	25
Silver Burdett Company AMERICA AND AMERICANS © 1983	8	Texts Teacher manuals Workbooks Teacher editions	Dale-Chall scale: 7-8	26
Steck-Vaughn Company STECK-VAUGHN SOCIAL STUDIES © 1983	1—6	Texts* Teacher editions Activity books Teacher editions Spirit duplicating masters	Spache scale: 1—1.5 2—2.4 Spache; Dale-Chall scales 3—2.5; 3.6 Dale-Chall scale: 4—4.6 (California) 4—5.1 5—5.4 6—6.4	27
Steck-Vaughn Company AMERICAN ADVENTURES © 1983	8	Text Teacher edition Spirit masters	Dale-Chall scale: 6.2	29

*Program includes fourth-grade "California text."

Publisher	*Title*	*Level*
Allyn and Bacon, Inc., formerly Follett Publishing Company	**FOLLETT SOCIAL STUDIES** (1983)	**K—7**

General Description

The overall goal of *Follett Social Studies* is "to help students understand their physical and human world so they may become better citizens." The program goals, which are listed in the teacher edition, address the goals of the *History- Social Science Framework*. Relationship of the framework grade level settings and the Follett program is mostly consistent.

Learner Goals and Objectives

The Follett program provides a sequence of skills, values, and knowledge factors and addresses social participation in a variety of ways. These goals are clearly stated in the teacher's annotated edition.

Organization

Each grade level has a student textbook divided into units and chapters. Two grade-four textbooks are provided: *Our State: California* and *World Regions*.

Our State: California meets the grade-level setting for the fourth grade. Each chapter and unit contain appropriate review, extension, and skill exercises. At grades six and seven, Follett provides two alternative textbooks: *People, Time and Change* and *Our World Today*, both of which meet framework criteria for the appropriate settings.

Textbook/Workbook

Student textbooks designed for a full year's work are provided at each level. Workbooks (booklets) provide individual activities for the review, reinforcement, and enrichment of skills and content.

Methodology

The program provides a mix of expository, didactic and inquiry methods. Teachers can pick and choose a variety of approaches. The materials are suitable for both individual and group instruction. Model lesson plans are included in a teacher's resource book that is separate from the annotated edition.

Provision for Student Evaluation

The program includes unit tests starting at the third grade and suggestions for teacher observation and evaluations for student progress throughout the program.

Teacher's Guide/Edition

The teacher's annotated edition is a full-sized student textbook with marginal notes printed in red to provide detailed guidelines for lesson development. Each student textbook also has a teacher's resource book, providing extra information through expanded detailed lesson plans, teaching strategies, bibliographies, and reference materials.

Related Materials

A separate paperback student atlas, which contains maps of the United States and regions of the world, tables, and geographic statistics, is available. Accompanying work sheets (on duplicating masters) may be assigned independently. The teacher materials consist of annotated editions and answer keys.

Implementation Requirements

Selection committees should consider asking the publisher for an in-service presentation of overall program and application at specific grade levels.

Publisher	*Title*	*Level*
Allyn and Bacon, Inc., formerly Follett Publishing Company	**AMERICAN SPIRIT** (1982)	**8**

General Description

American Spirit is a U.S. history textbook that is chronologically organized from pre-Colonial America to the present.

Learner Goals and Objectives

The overall goals of *American Spirit* are cited in the teacher's edition. The student objectives also are listed in the teacher's edition at the beginning of each chapter's daily teaching strategies. The teacher's guide has a scope-and-sequence chart for skill development.

Organization

American Spirit is organized into six units. Each unit has a skills chapter, four narrative chapters, and a chapter on life-styles. Each unit ends with a history workshop that provides an opportunity for review and extension of the instruction and skill development.

Textbook/Workbook

The textbook contains a 94-page reference section, a 12-page atlas, basic documents, chronology, conversions, statistics, a glossary, and an index. No workbook is provided.

Methodology

The teacher is encouraged to use expository, didactic, and inquiry techniques in the classroom. The skills sections permit development of specific skills that can be used in the subsequent narrative chapters. The chapters on life-styles provide opportunities for inquiry.

Provision for Student Evaluation

The student's performance can be evaluated by means of the end-of-chapter tests and the unit review on history censorship.

Teacher's Guide/Edition

The teacher's edition contains marginal notes for the teacher and a teacher's guide section at the beginning of the book. In addition, answers are provided for all tests.

Related Materials

None.

Implementation Requirements

In-service training for teachers is recommended.

Publisher	*Title*	*Level*
Ginn and Company	**CALIFORNIA: YOUR STATE** (1983)	**4**

General Description

California: Your State is a fourth-grade textbook that emphasizes history. The book promotes an awareness of a multicultural heritage. The publisher's goals are that students (1) learn to use knowledge, insights, and understandings; (2) develop and exhibit desirable ideals, attitudes, and behavioral skills; and (3) have opportunities to solve problems, think critically, and inquire about the world in which they live.

Learner Goals and Objectives

The goals of the textbook are to (1) guide students to better citizenship and to intelligent and active participation in world affairs; (2) help students appreciate, understand, and preserve our American heritage; and (3) enable students to function effectively as their social and geographical environments become increasingly complex.

Organization

The setting, California, follows the recommendation of the *History—Social Science Framework*.

Textbook/Workbook

The textbook is divided into units. Several questions and activities such as "Be a Mapmaker!" are provided at the end of each unit. A prologue and epilogue are included. A geography dictionary, a chart of important events in California history, a list of the states, and an atlas are provided. A workbook is available.

Methodology

Students are given opportunities in individual and group settings to solve problems, think critically, and inquire about the state in which they live. They are encouraged to use rather than simply accumulate knowledge, insights, and understanding. The teacher's guide has model lesson plans. Provisions are made for large and small groups.

Provision for Student Evaluation

Student review questions are placed at the end of each chapter in the textbook. Duplicating masters for tests and outline maps for additional practice in map skills are provided.

Teacher's Guide/Edition

The teacher's edition provides guided reading questions and help in adjusting instruction for individual differences. Reproduced student pages, lesson objectives, vocabulary highlights, activities, background for the teacher, and answers to all exercises are included. The guide shows the organization of the textbook, divided into units, and indicates what major concepts are covered under the various social science disciplines. Skill areas are referenced by pages, and resource suggestions and lesson plans are provided for each chapter. Teaching strategies are suggested.

Related Materials

Skill masters focus on four basic content areas: geography, civics, economics, and history. Tests and outline maps are provided.

Implementation Requirements

None.

Publisher	*Title*	*Level*
Harcourt Brace Jovanovich, Inc.	**AMERICAN HISTORY** (1982)	**8**

General Description

American History is a chronological narrative history of the United States. The textbook is consistent with the *History—Social Science Framework*. The material constitutes a detailed description of the complex development of American history illustrated with a gallery of fine art.

Learner Goals and Objectives

The four major goals stated in the *History—Social Science Framework* are implied in the textbook.

Organization

The textbook, which is organized chronologically, addresses the settings as described in the *History-Social Science Framework*.

Textbook/Workbook

The textbook is divided into ten units and 30 chapters. Each chapter is divided into short, titled sections that are followed by reading comprehension questions.

Methodology

The textbook is an expository narrative presentation of American history. Activities for small or large groups are described in the teacher's edition. Model lesson plans are not included.

Provision for Student Evaluation

The textbook includes chapter reviews, chapter tests, and unit tests. Separate tests also are provided. The workbook provides supplementary activities. The textbook includes comprehension questions at the end of each section.

Teacher's Guide/Edition

The teacher's guide is provided as part of a special edition of the textbook. Strategies, objectives, and main ideas are described. Provisions for individual student differences are made in the textbook, and an explanation is given in the introduction to the teacher's edition.

Related Materials

None.

Implementation Requirements

None.

Publisher	*Title*	*Level*
Holt, Rinehart and Winston, Inc.	**HOLT SOCIAL STUDIES** (1983)	**K—3, 5—6**

General Description

Holt Social Studies, which is a basal elementary program, is designed for use in the general classroom. The program presents its content and skill material for all the social sciences, including geography, history, political science, and economics, with a focus on citizenship. The publisher states that the major goal of this program is to help students become positive, contributing members of our ever-changing and diverse society. The program follows the *History—Social Science Framework* as to goals and settings, except for the fourth-grade textbook, which is not adopted. A minimum amount of emphasis is placed on the humanities. The focus in the series is on diversity and an integrated curriculum.

Learner Goals and Objectives

Stated goals are to help students acquire knowledge, skills, and values and to encourage social participation. Within the teacher's guide a scope and sequence for skills has been identified for each grade level. The skills are identified and organized under headings such as "Critical Thinking." Within the textbooks can be found the major goals of knowledge, values, and social participation. Learner goals and objectives are delineated in the teacher's guide by grade level.

Organization

Books 1 and 2 are divided into units and lessons; books 3, 5, and 6 are divided into units, chapters, and sections. The content is based on the "expanding environment" theory of social science education. Social science skills, including mapping, charting, graphing, and time-line study, are taught sequentially within each grade level. The skills spiral in difficulty and depth from grade to grade. The program follows the settings as outlined in the *History—Social Science Framework*.

Textbook/Workbook

The program consists of hardbound textbooks and teacher editions for grades one through three and five and six; workbooks and workbook teacher editions for grades three, five, and six; and classroom organizers for grades one through three and five and six. The kindergarten program consists of a "Progress Book" on duplicating masters and a teacher's resource book.

Methodology

Holt Social Studies uses classroom reading, discussion, and individual and group activities to help students acquire knowledge, skills, and values and to encourage social participation. The reviewers see it as primarily expository or traditional in approach. The teacher's edition does present model lesson plans and vocabulary development.

Provision for Student Evaluation

In kindergarten, evaluation opportunities are provided in a bound set of duplicating masters (one work sheet per lesson). In grades one and two, unit reviews in the pupil books and blackline masters (one per lesson) in the classroom organizer provide opportunities for student evaluation. In grades three, five, and six, section reviews and unit reviews in the student books and chapter tests in the classroom organizers provide opportunities for student evaluation.

Teacher's Guide/Edition

The teacher editions are soft-cover spiral-bound books. Unit resources include a list of unit concepts, a unit summary, a list of materials for the unit, bulletin-board and field-trip suggestions, student and teacher

bibliographies, and a list of appropriate films and filmstrips. Lesson resources include objectives; a vocabulary list; step-by-step teaching strategies that include suggested discussion questions; follow-up activities for reinforcement and enrichment; extension activities relating social science to other subject areas (reading, language arts, mathematics, science, music, and art); and extension activities for citizenship and career education. Extension activities are color-coded by level of difficulty to provide for varying ability levels and mainstreaming concerns. At the back of each teacher's edition can be found reinforcement and evaluation materials on blackline masters.

Related Materials

A classroom organizer that includes answer keys, work sheets, posters, bulletin-board materials, and tests is available for each grade level. A fourth-grade textbook and ancillary materials are available from the publisher.

Implementation Requirements

In-service training on the use of the program would be highly desirable.

Publisher	*Title*	*Level*
Laidlaw Brothers	**UNDERSTANDING THE SOCIAL SCIENCES PROGRAM** (1983)	7

General Description

Understanding the World is the title of the seventh-grade book. The book emphasizes geography skills. It also includes biographies of individuals who have had a significant impact on the world. It stresses the development of basic social science skills in varied activities. One of its major goals is to prepare today's children to live in a world of challenge and rapid change. The program is characterized by its content, organization, and emphasis on patriotism. Ancillary materials in the form of activity books, duplicating masters, and enrichment and extension activities are provided.

Learner Goals and Objectives

The major goals of the *History—Social Science Framework* are implied in the textbook.

Organization

Although the book is intended for grade six, it matches the content recommendations in the *History—Social Science Framework* for grade seven.

Textbook/Workbook

The textbook is organized on a unit and chapter structure. A special geography unit is included. Lesson "wrap-ups" and end-of-chapter features provide for review and reinforcement. End-of-unit activities provide for extension. The Skills Handbook has reading and geography activities.

Methodology

Concepts and skills are introduced in settings that serve as a basis for exploring and understanding new ideas. Social science skills included are basic geography and basic study skills and skills of the social scientist (i.e., locating, organizing, analyzing, and decision making).

Provision for Student Evaluation

End-of-chapter evaluations are provided. Unit tests are provided in blackline master form in the teacher's edition. In addition, independent unit test booklets are also available.

Teacher's Guide/Edition

The teacher's edition is designed to provide the classroom teacher with a variety of strategies and techniques. In addition, conceptual themes and statements, along with individual performance objectives, are provided to assist the teacher. Suggestions are provided in the teacher's manual portion for additional extension and enrichment activities. The teacher's edition includes the student textbook.

Related Materials

An atlas is provided at the back of the textbook. Duplicating masters, activity books, and map packets for extension, reinforcement, and enrichment are provided.

Implementation Requirements

None.

Publisher	*Title*	*Level*
Macmillan Publishing Company, Inc.	**MACMILLAN SOCIAL STUDIES** (1983/1982)	**K—7**

General Description

Macmillan Social Studies is a basic social science series for kindergarten through grade seven. The publisher emphasizes that history and geography make up the core of the program. The major goals of *Macmillan Social Studies* are to prepare students for responsible citizenship and to build competence in basic social science-related skills in students of varied ability, background, and experience.

Learner Goals and Objectives

The publisher's stated objectives are to (1) give a basic introduction to geography and geographic principles that will contribute to the understanding of human life and problems in a global context; (2) provide an acquaintance with the nations of the world, with emphasis on geography, history, resources, people, and varied contributions to world culture; (3) give a background of historical information about the growth and development of the United States of America, together with a realistic picture of life today; (4) develop an understanding and appreciation of the American heritage and of the responsibilities of American citizenship; (5) develop critical thinking in students through a variety of activities that help them to see relationships, draw conclusions, and achieve understanding; and (6) instill in students a sense of social responsibility and a respect for good human relationships. Also included are major concepts and generalizations from the disciplines of history, geography, economics, civics and government, and sociology.

Organization

The content of *Macmillan Social Studies* reflects an emphasis on the importance of people and the sequential approach set forth in the *History—Social Science Framework*. The series begins in kindergarten with a study of the child's immediate surroundings at home and at school and gradually expands to a study of the world in grades six and seven. Each textbook presents the information with a global perspective. Within the textbook *Region: California, Its Place in the World,* specific information on California is found in two of the ten units presented or approximately one-third of the text pages. Like the content, the skills in the series are developed sequentially. A range of social science-related skills is developed throughout the program. Within this range, map and globe skills are given emphasis in the special units entitled "Learning About Maps and Globes," one of which is found at the end of each student textbook for grades one through seven. Social science vocabulary is also emphasized and consistently developed within a systematic skill-building format.

At the kindergarten level understanding and skills are developed through a big book format and can be reinforced with a consumable student activity book.

Textbook/Workbook

The textbooks are organized by units and chapters. Each unit begins with a summary of the unit, questions, and a list of new vocabulary words. Units conclude with a "To Help You Learn" section, which consists of vocabulary reinforcement, factual and critical thinking questions, and skill-development activities. A consumable workbook is available for grades one through seven. These workbook activities are also available as blackline masters. A consumable student activity book is available for kindergarten.

Methodology

The textbooks are presented in an expository manner, with suggestions in the teacher's edition on developing major understandings, skills, attitudes, and evaluation. Provisions are made for small-group and large-group activities. Suggestions are made for the teaching of below-average, average, and above-average students.

Provision for Student Evaluation

"Quick checks" follow the conclusion of each discussion in the textbook. Reviews and questions are provided for each unit. The teacher's guide provides an activity to help evaluate students' performance at the

end of each unit. One test per unit is supplied in the teacher's guide. The tests also are available separately on spirit duplicating masters.

Teacher's Guide/Edition

The teacher's guide includes duplicable activity sheets for each chapter, two tests per unit, a final examination, lists of audiovisual materials keyed to the four textbook units, bibliographies, and answers to end-of-chapter questions. Classroom-tested teaching strategies are suggested, with instructional objectives for mastery learning. The teacher editions provide guided reading questions and help in adjusting instruction for individual differences. Reproduced student pages, lesson objectives, vocabulary highlights, activities, background for the teacher, and answers to all exercises are included.

Related Materials

Skills-development exercises for grades one through seven focus on four basic content areas: geography, civics, economics, and history. The exercises are provided on duplicating masters.

Implementation Requirements

None.

Publisher	*Title*	*Level*
McDougal, Littell and Company	**A PROUD NATION** (1983)	**8**

General Description

A Proud Nation is a chronological and topical textbook of American history. The program goal is to provide the knowledge, skills, and values orientations that help students gain the experience and understanding necessary to make intelligent choices and participate effectively in society. The textbook includes integration of social science skills and critical thinking skills.

Learner Goals and Objectives

The textbook covers knowledge and skills but does not address values and social participation in depth. The goals of the textbook are implied within the chapters. Concepts and skills are identified in the teacher's edition, with page references to the student book.

Organization

A chronological view of American history is presented in traditional settings. The book covers the period from 1575 to the present. The lessons combine three to five chronological narrative pages plus a single focus page. On the focus page a particular aspect of history or another social science is examined in greater detail than in the narrative. The chapters follow a pattern. The opening page presents the author's viewpoint of the period and raises questions. The several lessons develop content and skills. Each chapter ends with a review. The units provide time lines that identify significant events and trends in American history in the context of world history. Special family features highlight diverse American families to help students develop a sense of time based on the experience of generations. A unit review page identifies the main ideas of the social sciences and includes questions that relate past to present.

Textbook/Workbook

This 736-page narrative is organized into 12 units and 35 chapters, with a review at the end of each chapter. A workbook that reinforces critical thinking skills developed in the textbook is also available. The workbook material also is available on duplicating masters.

Methodology

The textbook is an expository and chronological review of American history. Primary source materials within the narrative are designed to supplement the expository style of the textbook. Students learn to participate effectively in society by participating effectively in class.

Provision for Student Evaluation

The teacher's edition provides a mastery test for each chapter, and each test is correlated to specific lesson and chapter objectives. In addition, alternative tests are available in duplicating master form.

Teacher's Guide/Edition

The teacher's annotated edition introduces the organization and features of the student textbook; offers objectives and classroom strategies for each chapter and lesson as well as discussion ideas; provides mastery tests for each chapter and answers to all review questions and tests; and uses on-page annotations to identify areas of emphasis and methods of motivation. Reading vocabulary for each lesson is introduced in the teacher's edition.

Related Materials

None.

Implementation Requirements

None.

Publisher	*Title*	*Level*
McGraw-Hill Book Company	**McGRAW-HILL SOCIAL STUDIES: OUR NATION, OUR WORLD** (1983)	**K—6**

General Description

Our Nation, Our World is designed to provide students with the knowledge of skills and attitudes necessary for becoming participating citizens with an understanding of their role in their community, nation, and the world.

The publisher's stated goals are to (1) teach students to learn effectively through study skills development; (2) provide the students with many opportunities in the content of the social sciences to develop and practice their knowledge and skills; (3) demonstrate, through integrated, sequential learning experiences, the importance of understanding oneself and one's relationship with others; and (4) teach information in the social sciences necessary for citizens to participate successfully in a democracy.

The four goals of the *History—Social Science Framework* form the foundation of the McGraw-Hill program.

Learner Goals and Objectives

The series is organized with a set of knowledge and skill goals and objectives within the history and social science disciplines. There are six history goals and objectives woven throughout the series and reinforced with different content at each level, kindergarten through grade six. There are seven geography goals and objectives; four economics goals and objectives; four citizenship goals and objectives; and three goals and objectives from the other social sciences. In addition, there are specific objectives for each lesson within each unit. Through numerous skill activities and content, the four goals of the framework are addressed.

Organization

The McGraw-Hill program substantially meets the criteria for kindergarten through grade six. At the grade four level, two textbooks are available.

The primary materials, kindergarten through grade three, are thematic, as is the *Earth's Regions* at the grade four level. The grade four California textbook is partly thematic and partly chronological. Subsequent textbooks are chronologically organized except for the introductory geography unit that begins every book.

Textbook/Workbook

The core of each grade level's materials is a textbook organized into units, chapters, and lessons. The core learning program is illustrated in the initial pages of the teacher's edition. Each chapter is followed by a chapter review with a variety of activities and guidelines. Reviews also are provided at the end of each unit and lesson.

Methodology

The primary approach of the material is expository, with some inquiry questions available in the teacher's resource notebook and the "Think About It" and "Try Something New" questions or activities in the chapter and unit review sections.

The series can be adapted to varying sizes of groups or can be used individually. Model lesson plans are provided for each lesson. These plans include objectives, time allocation, resources, background information, reading and writing skills, teaching strategies, and answers to the lesson review questions. There are questions that ask students to do critical thinking. Lesson plans are located in the teacher's edition.

No management system is formally announced. The teacher is guided by the overall format to use the unit chapter lesson sequence in each textbook supplemented by the blackline masters in the teacher's resource book.

Provision for Student Evaluation

No placement pretests or post-tests or achievement tests are provided. However, chapter and unit tests are included in the teacher's resource book.

Teacher's Guide/Edition

McGraw-Hill has published a separate expanded ringbound teacher's edition with suggestions, activities, and references. Resources, time allocation, teaching strategies, objectives, and background are provided. Providing for individual student differences is up to the teacher using the available material.

Related Materials

The McGraw-Hill package includes student textbooks, a teacher's resource binder, and a teacher's edition. Simulation activities for the computer (Apple II and TRS-80) are available and are entitled the *Search Series*. (See separate write-up.)

Implementation Requirements

None.

Publisher	*Title*	*Level*
McGraw-Hill Book Company	**FROM SEA TO SHINING SEA** (1982)	**8**

General Description

From Sea to Shining Sea is a 757-page chronological American history textbook that emphasizes political, economic, and sociocultural aspects. This is a third edition of a textbook originally published in 1972. There are no overall program goals, but there are chapter goals. While there are features on famous Americans, these features are in some cases parallel to but not integrated into the narrative. There are some primary sources in this political history. The first 500 pages are pre-twentieth century.

Learner Goals and Objectives

The first goal of the *History—Social Science Framework*, knowledge, is apparent; this knowledge is at the recall and comprehension levels. The textbook does not substantially address values or social participation.

Organization

The textbook is a chronological narrative. It meets three of the six suggested topics of the *History—Social Science Framework*. The book is divided into eight units: "Peopling the Americas," "The Birth of a Nation," "The United States Expands to the Pacific," "A Nation Divided," "The United States Becomes an Industrial Giant," "The United States Becomes a World Power," "The Twenties and Thirties," and "A Changing Society in a Changing World." Each unit begins with a time line.

Textbook/Workbook

The textbook is organized by units and chapters with chapters being further divided into lessons. At the end of each lesson, chapter, and unit, review questions and summaries are provided. The teacher's manual includes a series of student handout exercises.

Methodology

The predominant approach is expository. The material can be used by individual students in a large-group setting. There are model lesson plans in the teacher's manual. These plans suggest teaching time, objectives, and strategies.

Provision for Student Evaluation

No overall management system is introduced. The textbook includes chapter and unit tests in addition to the checkup questions. The formal tests are located in the teacher's manual.

Teacher's Guide/Edition

This program includes a teacher's manual rather than a teacher's edition. The manual includes chapter goals and unit objectives. The teaching strategies suggest lessons for students of varying abilities.

Related Materials

Student materials are included within the teacher's manual.

Implementation Requirements

In-service training might be requested from the publisher if teachers have a limited background in United States history, because this book is comprehensive (designed for the above-average student).

Publisher	*Title*	*Level*
McGraw-Hill Book Company	**SEARCH SERIES** (1982)	**4—8**

General Description

The *Search Series* introduces students to the use of a computer in the social sciences and provides a variety of simulation activities. The program may be used with any social science basal program.

The program goal is to provide students with simulations in which a computer is used to assist in group decision making in the social sciences. These materials meet some of the fundamental goals of the *History—Social Science Framework* since they require students to cooperate in trying to achieve their goals.

Learner Goals and Objectives

The teacher's guide provides a description of the program, learner objectives, and vocabulary.

Students must cooperate as a team to carry out the simulation. Cooperation and group problem solving are inherent in the process.

Organization

The program consists of (1) geography—students sail on ancient ships to search for the New World; (2) geology—students explore for oil and learn about rocks, fossils, and underground structures in order to make decisions on drilling; (3) community—students find themselves in an ancient society that is forced to leave its ancestral home; (4) energy—students manage an energy-producing facility and recreate the steps taken in search of new sources of energy; and (5) archaeology—student research teams organize the excavation of a newly discovered historical site, collect data, and formulate theories about the origins of the people who once lived there.

The programs are not sequential. The setting for each of the simulations is relevant to one or more grade level settings.

Textbook/Workbook

The software package has blackline masters for student use.

Methodology

Because the simulations are computer-oriented for small-group participation, the predominant methodology is a problem-solving format through data search and group decision making. The teacher's guide provides directives for classroom implementation.

Provision for Student Evaluation

A management system is presented in the teacher's guide. The classroom situation for these materials requires an informal classroom setting in which students can discuss their decision-making strategies. No formal tests are provided. Teacher-designed evaluation instruments may be used.

Teacher's Guide/Edition

The teacher's guide for these materials provides directions and materials for implementing the lessons. Since there is no test for students, the teacher's guide provides for vocabulary reinforcement. The guide also provides directions for operating the hardware.

Related Materials

The computer software adds a new dimension to the social studies program for grades four through six.

Implementation Requirements

Teachers should be provided with in-service training. An Apple II or TRS-80 computer is needed for implementation. The teacher's guide and student materials should be read and understood before the computer is used.

Publisher	*Title*	*Level*
Charles E. Merrill Publishing Company	**HUMAN HERITAGE: A WORLD HISTORY** (1981)	7

General Description

Human Heritage: A World History provides in-depth coverage of ancient and medieval history. It also has some description of events in the twentieth century.

The program is designed to develop in students an awareness of their human heritage and how that heritage has shaped human lives. The program encourages the growth of a global perspective of world history by providing a basic knowledge of Western civilization with insights into Eastern civilizations. The interdisciplinary approach recognizes the importance of sociology, philosophy, and anthropology to the understanding of world history.

The *History—Social Science Framework* recommends an in-depth study of the Western and non-Western world cultures. The textbook is a basic chronological development of world history with the addition of cultural closeup features.

Learner Goals and Objectives

Much emphasis is placed on the attainment of factual knowledge. Students also are provided with opportunities to develop skills that foster analysis and inquiry.

Organization

The textbook has 13 units and 40 chapters that are designed to be used sequentially. The program provides a chronological treatment of the development of Western civilization with the inclusion of various aspects of Eastern civilization.

Textbook/Workbook

The textbook is illustrated with charts, diagrams, and maps. The activity book consists of chapter sections that focus on vocabulary development and other reinforcing activities.

Methodology

Through an expository approach students gain factual information and key social studies skills. The activities are geared toward individual student efforts. Students gain an understanding of places, people, and events by means of comparing, contrasting, analyzing, and synthesizing different cultures.

Provision for Student Evaluation

The textbook chapters contain a review section with a summary, vocabulary development, factual review, discussion questions, and map skills.

Unit reviews provide added evaluation. Chapter quizzes, unit tests, and outline maps are provided on duplicating masters.

Teacher's Guide/Edition

The teacher's annotated edition provides chapter analysis with objectives and teaching ideas.

Related Materials

None.

Implementation Requirements

None.

Publisher	*Title*	*Level*
Scott, Foresman and Company	**SCOTT, FORESMAN SOCIAL STUDIES** (1983)	**K—7**

General Description

Scott, Foresman Social Studies is a multidisciplinary social studies program for kindergarten and grades one through seven. History, geography, and citizenship are emphasized. Three textbooks are available for grades six and seven. The publisher's stated goals are to help students (1) acquire social skills to become effective members of a group; (2) interpret maps and globes; (3) acquire information about the world; (4) learn to think critically; (5) know about the past; and (6) prepare for responsible citizenship in a democratic society.

Learner Goals and Objectives

Student goals are implied within the textbook. Knowledge and skill objectives are stated in the teacher editions. The four major goals of the *History—Social Science Framework* are addressed in the series.

Organization

Each student textbook has seven units. The content of each unit is organized thematically and develops one of the seven themes: diversity, interdependence, power, identity, socialization, choices, and change. The basic content of the social sciences—history, geography, government, economics, anthropology, and sociology—is taught through these themes. Students in grade four have two alternative textbooks—a California history (*California History: The Study of Our State*) and a regional approach to history (*Regions of Our Country and Our World*). Map and globe skill lessons are found at the beginning of the student textbooks for grades three through seven and are featured in the "Building Social Studies Skills" lessons. An atlas is found at the back of each textbook. "Citizenship" features cover one of five citizenship competencies developed in the program. "Someone You Should Know" is a series of illustrated biographies featuring men and women who have exhibited model citizenship traits. The series also includes features on careers, consumer concerns, and the environment.

Textbook/Workbook

Each of the seven units is organized thematically. Student objectives, main ideas, and vocabulary are introduced at the beginning of each chapter. Duplicating masters for tests and map and globe skill exercises are available for grades one through seven. Workbooks are available for grades one through seven.

Methodology

Each of the student textbooks has its content organized around seven themes: diversity, interdependence, power, identity, socialization, choices, and change. Each book is divided into parts that approximate a week's work, and the week's instructional goal is focused on one main idea. The content of each book is organized in the grade-level settings as identified in the *History—Social Science Framework*.

The books are eclectic in that a number of instructional strategies and activities are suggested. The teacher's guide suggests activities for large and small groups, individual students, and students with special needs.

Provision for Student Evaluation

Each lesson includes review questions at the end. The chapters and units conclude with vocabulary questions, main idea questions, and skill exercises. Alternative chapter and unit tests (on duplicating masters) provide additional evaluation options. "Time Out for Standardized Tests," a special section for grades three through seven, gives students practice with the formats and styles of standardized tests.

Teacher's Guide/Edition

The teacher editions include full-color reproductions of student pages with detailed notes. Step-by-step lesson plans, answers to textbook questions, activities for students of varying abilities, and cross-references to

related supplementary material are provided. Each teacher's edition includes introductory material, skill charts, articles on citizenship and teaching students with unique learning needs, and a bibliography.

Related Materials

The Teacher's Resource Center, which is a three-ring binder containing blackline masters of all ancillary components, is available. The materials include projects, games, letters to parents, colorful wall-size maps, and tests.

Implementation Requirements

None.

Publisher	*Title*	*Level*
Scott, Foresman and Company	**AMERICA! AMERICA!** (1982)	**8**

General Description

America! America! is a history textbook for grade eight. The publisher's stated goals are to help students (1) gain an overview of United States history; (2) be motivated to study the subject further; and (3) acquire a sense of pride in America's past.

This book meets the recommended course of study outlined in the *History—Social Science Framework*.

Learner Goals and Objectives

All of the major components listed in the *History—Social Science Framework* are met. Learner goals and objectives are listed in the teacher's edition as knowledge objectives, skill objectives, and concepts.

Organization

The material is presented chronologically. The class should cover a chapter per week and a lesson per day. The focus is on people who shaped the nation. The textbook presents geography as it relates to American history. Special features include American law and world events in progress at the time of key developments in American history.

Textbook/Workbook

The textbook contains 36 chapters within nine units.

Methodology

The majority of the textbook is taught by means of traditional methods; however, inquiry lessons along with map, chart, and picture lessons are also included. Teaching and learning activities are provided to motivate students. Chapter lesson plans in the teacher's annotated edition describe projects to challenge advanced students, techniques for stimulating slower individuals, and assignments for both groups and individuals. Chapter reviews in the textbook include activity ideas for students with many differing abilities.

Provision for Student Evaluation

Checkup questions are provided for each lesson, and a test is provided at the end of each chapter and unit. Each chapter lesson plan in the teacher's annotated edition provides a section of evaluation activities. The tests on duplicating masters can be used in place of the chapter and unit tests in the student textbook.

Teacher's Guide/Edition

The teacher's annotated edition consists of a 64-page teacher's guide bound into the front of an annotated version of the student textbook. The teacher's guide includes introductory material, chapter-by-chapter lesson plans, student and teacher bibliographies, and a unit-by-unit list of suggested audiovisual materials. Each lesson plan includes a chapter overview, chapter objectives, key vocabulary words, teaching ideas, and evaluation activities. Annotations on the student pages provide such information as discussion suggestions, activity ideas, and answers to the section, chapter, and unit tests.

Related Materials

Chapter and unit tests are available on duplicating masters. A student workbook and a teacher's edition of the workbook also are available.

Implementation Requirements

None.

Publisher	*Title*	*Level*
Silver Burdett Company	**THE WORLD AND ITS PEOPLE** (1984)	**K—7**

General Description

The World and Its People is a skills-based program that includes exercises to develop the skills needed to use maps, graphs, and time lines in addition to those that develop vocabulary, reading, and writing skills.

Learner Goals and Objectives

Unit and chapter goals are listed in the teacher editions. The four major skills included in the *History—Social Science Framework* are implied in the textbook narrative.

Organization

The World and Its People has a sequential and cumulative organization in each grade and from one grade to the next. It examines the world in an ever-widening circle, gradually expanding from the home and neighborhood to the nation and the world. California is the setting for the fourth-grade textbook. The fifth-grade textbook includes a chronological history of the United States along with a development of its geography.

Textbook/Workbook

The textbooks are divided into units and chapters. Each unit and chapter ends with a review of the main ideas, a vocabulary test, and a list of recommended activities. Workbook activities are based on information provided in pictures, drawings, maps, graphs, illustrations, word puzzles, and symbols as well as reading selections.

Methodology

The World and Its People includes summaries, reviews, and opportunities for learning by doing. The teacher editions include a wide variety of activities to meet the needs of specific individuals or groups. A large dot designates expanded activities that may be used with students who have difficulty grasping the concepts or students who need further challenge. Large-group and small-group activities in addition to enrichment and remediation activities are provided.

Provision for Student Evaluation

Teachers may use the chapter reviews to assess understanding at regular intervals. Tests on reproducible masters are available for use with each textbook. The test questions reflect the lesson goals defined in the teacher editions.

Teacher's Guide/Edition

Annotations on the student pages include facts, supplementary information, and questions to use while class is in progress. The lesson plans at the back of each teacher's edition include suggested activities with descriptive labels, suggested questions and answers, goals, and supplementary information. Suggested bulletin-board displays and reproducible masters of letters to parents are included. The front pages include the scope-and-sequence skills for social science and language arts that are correlated with the publisher's basic music program.

Related Materials

The series includes Spanish-English language materials and an atlas. The kindergarten program consists of 27 illustrated activity folders, a teacher's manual, and a letter to parents.

Implementation Requirements

Teachers might need in-service training in ways of integrating the curriculum.

Publisher	*Title*	*Level*
Silver Burdett Company	**OUR AMERICAN HERITAGE** (1983)	**8**

General Description

Our American Heritage is a 776-page eighth-grade textbook that provides a chronological/topical treatment of the major events that have helped to shape America and Americans today. The student's textbook is accompanied by a soft-cover teacher's manual and a student's workbook with a teacher's edition.

Learner Goals and Objectives

The goals and objectives are implied in the textbook.

Organization

The textbook is organized in a chronological order, with comprehensive coverage of all periods of our nation's development. Within this framework each unit focuses on attributes or beliefs that are characteristic of Americans, such as ethnic diversity and mobility. The textbook also covers political, economic, and social behavior of Americans.

Textbook/Workbook

The textbook is composed of ten units containing 39 chapters and includes maps, charts, tables, and special-interest materials. The workbook provides further skill-building activities.

Methodology

Our American Heritage provides a thorough coverage of United States history. A key feature of the textbook is the focus on the characteristics that are peculiarly American. Source materials help students visualize the people as well as the events of history. Maps, charts, photographs, reproductions of original art, time lines, and diagrams are used to clarify, develop, and extend information.

Provision for Student Evaluation

Checkup questions follow each lesson within each chapter, and chapter tests are at the end of each chapter. (Test answers are in the teacher's manual.) Tests for each unit are found at the back of the teacher's manual in the form of reproducible masters. Chapter and unit tests reflect the major goals listed in the teacher's manual.

Teacher's Guide/Edition

The soft-cover teacher's manual is organized into the following topics: Background Information, Performance Objectives, Famous People, Vocabulary, and Activities. Unit tests (on blackline masters) are bound into the back of the teacher's manual.

Related Materials

None.

Implementation Requirements

None.

Publisher	*Title*	*Level*
Silver Burdett Company	**AMERICA AND AMERICANS** (1983)	**8**

General Description

Each of the two volumes in this American history series provides a chronological/topical treatment of selected major events that have helped to shape America and Americans today. Volume I, *From Exploration to Reconstruction,* presents the story of America from its early beginning in the Age of Discovery to its new beginning after the Civil War. Volume II, *From Reconstruction to the Present,* begins with a transitional section that surveys America's formative years, providing background for the study of modern America. Each unit concludes with a chapter-length section presenting illustrated biographies of men and women who have helped to shape America's history, culture, and life-style.

Learner Goals and Objectives

When the two volumes are used together, they adequately address the four major goals and the selected grade-level topics of the *History—Social Science Framework.*

Organization

Within a chronological framework each unit focuses on a period of history. Each unit is divided into three or four chapters that develop the unit's theme. Aids to learning include unit and chapter reviews and end-of-unit skills development pages. Accompanying each volume are a teacher's manual and a student's workbook with teacher's edition.

Textbook/Workbook

Each of the two student textbooks is divided by unit and chapter and has an accompanying workbook.

Methodology

Primary source materials, illustrations, and biographies give students an in-depth appreciation of United States history and the people who made it. Each unit contains a skills development page that may include maps, charts, time lines, or diagrams. Each chapter has a one-page review. Special feature sections of student interest include "America Expresses Itself," "Sidelights of History," and "Inventions That Changed the Course of History."

Provision for Student Evaluation

Each chapter is divided into two to four lessons. Checkup questions follow each lesson, and chapter tests are at the end of each chapter. (Test answers are in the teacher manuals.) Each chapter's major goals, which are listed in the teacher manuals, are covered in the evaluative materials. Tests on blackline masters for each unit of each volume are found at the back of the teacher's manual for that volume.

Teacher's Guide/Edition

Each of the soft-cover teacher manuals is organized into the following topics: Background Information, Performance Objectives, Famous People, Vocabulary, and Activities. Each teacher's manual includes unit tests on blackline masters.

Related Materials

None.

Implementation Requirements

None.

Publisher	*Title*	*Level*
Steck-Vaughn Company	**STECK-VAUGHN SOCIAL STUDIES** (1983)	**1—6**

General Description

Steck-Vaughn Social Studies is a nine-book set of instructional materials for grades one through six. The materials address the four major components of the *History—Social Science Framework*. The knowledge/content component is multidisciplinary, and the skills development component moves sequentially from the study of basic skills to critical thinking skills. The program goals for the series are implied within the textbook.

Learner Goals and Objectives

Unit and chapter objectives are listed as behavioral objectives in the teacher's edition. Major concepts and skills are identified through scope-and-sequence charts in the teacher editions. The four major goals of the *History—Social Science Framework* are addressed.

Organization

The materials are designed to be used sequentially in grades one through six. Settings follow those outlined in the *History—Social Science Framework* with the study of people in ever-widening circles. At the primary level the textbooks focus on people at home and at school, people in groups and in neighborhoods, and people in communities. All primary levels begin with case studies from the United States and conclude with studies from other nations. Two companion textbooks are offered for grade four. One examines California as a region, and the other provides a study of the major regions of the United States. At the other intermediate levels, the focus is on people in United States history, people in today's diverse world, physical and cultural geography of the world, and an in-depth study of the American experience.

Textbook/Workbook

The series is organized by units and chapters. At the beginning of each unit and chapter, the learning lesson objectives are stated along with the new vocabulary terms.

Only spirit masters are available for grades one and two. Spirit masters and activity books are available for grades three through six. In addition to the teacher edition for the student book, a teacher edition of the activity book is available.

Methodology

Skill development is provided through individual skills lessons. Skills are identified when introduced, when taught formally, and when reviewed and reinforced. Chapters and units conclude with follow-up vocabulary exercises, comprehension questions, higher-level critical thinking questions, further study, and participation activities.

Provision for Student Evaluation

Evaluation of student progress is provided for on a lesson-by-lesson, chapter-by-chapter, and unit-by-unit basis with review exercises in the student editions, formal tests in the accompanying testing components, and individualized suggestions in the teacher editions. The stated goals of the set are assessed through the use of the formal interim and post-test components.

Teacher's Guide/Edition

Teacher's editions and guides follow a lesson-by-lesson format that provides a range of history/social science teaching strategies. Suggestions are offered for practice in reading, writing, and computation skills. The guides provide strategies for using textbooks with different ability levels. For grades three through six, special strategies are offered under the headings "Extra Help" (below level) and "Challenge Activity" (above level).

Related Materials

Spirit duplicating masters are available for grades one through six. Activity books are available for grades three through six.

Implementation Requirements

None.

Publisher	*Title*	*Level*
Steck-Vaughn Company	**AMERICAN ADVENTURES** (1983)	**8**

General Description

American Adventures provides a survey of American history from prehistory to the contemporary period. The textbook is divided into four parts: "A Nation Conceived and Dedicated"; "Old Hate, New Hope"; "Coming of Age"; and "Yesterday, Today, Tomorrow." The content is consistent with the eighth-grade focus of the *History—Social Science Framework*.

Learner Goals and Objectives

The teaching guide provides objectives and content outlines for each chapter as well as other suggested learnings for students. These are consistent with the *Framework*.

Organization

Each of the four books is divided into parts, which in turn are divided into short chapters. Each part has "Looking Ahead" and "Looking Back: Skills Activities" sections. Each chapter focuses on a historical event or personality. Time lines, maps, and illustrations are included to supplement the written material.

Textbook/Workbook

A "Skills Spirit Masters" volume is available for each of the four parts of the basal textbook. The workbook includes a pretest, a post-test, and a work sheet for each chapter. The work sheets provide a review of the chapter content and call upon students to develop or extend their process (thinking) skills.

Methodology

The teacher's guide provides suggested teaching procedures in a "Moving Ahead" section. Other features include skill development direction as well as a "sidelights" section that provides teachers with additional facts related to the chapter content.

Provision for Student Evaluation

Each volume of *American Adventures* includes both a pretest and post-test.

Teacher's Guide/Edition

The 240-page teacher's guide provides general introduction information, specific suggestions for each chapter, and tests. The guide also includes a bibliography with a listing of books for students and teachers. Audiovisual materials are listed.

Related Materials

The program includes a basic textbook, four workbooks (spirit masters), and a teaching guide.

Implementation Requirements

Teacher in-service training is recommended.

Previously Adopted Basic Instructional Materials in History—Social Science

The adoption termination year for the programs listed below is 1986. Please refer to the *Price List and Order Form for History—Social Science Instructional Materials* for price information.

D. C. Heath and Company/ American Book Company
AMERICAN BOOK SOCIAL STUDIES © 1979 (Grades one through six)

WORLD GEOGRAPHY © 1979 (Grades seven and eight)

Gibbs Smith, Inc.—Peregrine Smith Books
CALIFORNIA! © 1980, 1981 (Grade four)

Houghton Mifflin Company
THE GRAND EXPERIMENT SERIES © 1978 (Grade eight)

McGraw-Hill Book Company
ELEMENTARY SOCIAL STUDIES PROGRAM © 1979 (Kindergarten and grades one through six)

Scott, Foresman and Company
SCOTT, FORESMAN SOCIAL STUDIES © 1979 (Grades one through seven)

WORLD CULTURES, © 1977 (Grades seven and eight)

Publications Available from the Department of Education

This publication contains narrative descriptions only. The companion document, *Price List and Order Form for History—Social Science Instructional Materials,* contains price information for these programs. As subject areas come up for adoption on the six-year cycle, catalogs will be converted to this dual format.

The following catalogs, price lists, and frameworks are currently available, at the following prices:

Catalog of Instructional Materials in Art (1983)	$1.85
Catalog of Instructional Materials in Bilingual Bicultural and ESL (1983)	1.85
Catalog of Instructional Materials in English and Dictionaries (1983)	1.85
Catalog of Instructional Materials in Foreign Languages (1983)	1.85
Catalog of Instructional Materials in Literature (1982)	1.85
Catalog of Instructional Materials in Mathematics (1981)	2.50
Catalog of Instructional Materials in Reading (1982)	3.50
Catalog of Instructional Materials in Spelling and Handwriting (1983)	1.85
English Language Framework for California Public Schools (1976)	1.50
Foreign Language Framework for California Public Schools (1980)	2.50
Health Instruction Framework for California Public Schools (1978)	1.35
History—Social Science Framework for California Public Schools (1981)	2.25
Instructional Materials Price List and Order Form, 1982—1984 (1982)*	4.50
Mathematics Framework and 1980 Addendum for California Public Schools (1982)	2.00
Physical Education Framework for California Public Schools (1973)†	1.00
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